DOCUMENT RESUME

ED 143 866 95 CE 012 561

AUTHOR Shaltry, Paul; Kester, Ralph J.
TITLE Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System.
INSTITUTION Ohio State Univ., Columbus. Center for Vocational Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 77
CONTRACT NE-C-00-3-0079
NOTE 50p.; For related documents see CE 012 561-563 and CE 012 568-576
AVAILABLE FROM Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119A, $4.90; 12-item set, RD 119, $80.00)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Administrator Guides; *Administrator Role; Career Education; *Career Planning; Change Strategies; *Guidance Programs; Leaders Guides; Leadership Training; *Management Systems; *Occupational Guidance; Program Administration; Program Design; Program Development; Program Guides; Program Planning; School Community Relationship; Secondary Education; Supervisory Activities; *Systems Development; Vocational Development
IDENTIFIERS Career Planning Support System

ABSTRACT

One of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, this guide is designed to help the CPSS coordinator become familiar with CPSS and his or her role. (The Career Planning Support System is a comprehensive guidance program management system which (1) provides techniques to improve a high school's career guidance program, (2) focuses on the skills students need to make decisions about and pursue their life goals, and (3) offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) The five sections in this guide lead the coordinator through an inspection of CPSS materials and include exercises to explain the purpose and content of the system. The five sections cover CPSS materials, content and perspective of CPSS, the coordinator's role in CPSS, implementing CPSS, and the coordinator's role as a facilitator of change. It is suggested that activities be performed sequentially and within a one-week period. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED143866

Research & Development Series No. 119-A*

COORDINATOR'S TRAINING GUIDE

CAREER PLANNING SUPPORT SYSTEM

by

Paul Shaltry
and
Ralph J. Kester

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 012 561

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

*This document is part of the *Career Planning Support System*.

This publication was prepared pursuant to a contract (No. NE-C-00-3-0079) with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

The Center team responsible for the *Career Planning Support System* developed from the national field test, 1974-76, consisted of:

Dr. Robert E. Campbell, Program Director, 1974-76

Dr. Warren N. Suzuki
Associate Program Director, 1974

Dr. Richard P. Coatney, Specialist
and Coordinator of Revision, 1974-76

Mr. Harry N. Drier
Associate Program Director, 1974-75

Mr. Paul Shaltry, National Field
Test Coordinator, 1974-76

Dr. Marshall Amesquita, Developer, 1974-76
Ms. Stephanie Butler, Project Secretary, 1974-76
Ms. Carolyn M. Burkhardt, Writer/Developer, 1976
Ms. Noreen Hayes, Developer, 1974
Mr. John Howard, Developer, 1974-75
Dr. H. Lawrence Hotchkiss, Evaluation Specialist, 1975-76
Dr. Ralph J. Kester, Developer, 1976
Ms. Karen Kimmel, Writer/Developer, 1974-75
Ms. Cheryl M. Lowry, Writer/Editor, 1974-76
Ms. Nancy Robinson, Project Secretary, 1976
Dr. John Russel, Developer, 1974-75
Dr. Anna Tso, Developer/Writer, 1974-76

FOREWORD

The challenge to assist youth in gaining the skills and knowledge to plan and execute meaningful careers is a major concern of the educational community, particularly high schools. In response to this challenge, The Center has developed and tested, under the sponsorship of the Education and Work Group at the National Institute of Education and with the help of nearly fifty high schools located throughout sixteen states, the *Career Planning Support System* (CPSS). This product shows how to deliver improved, cost-effective career guidance services that meet the needs and fall within the resources of the individual school. The procedures in these materials are systematically presented to help local schools engage in sound planning, implementation, and evaluation. It provides them with the capacity for self-renewal.

It is important to note that the *Career Planning Support System* does not prescribe the content of a local program; rather, it enables teachers, counselors, students, parents, and community members to decide on the specific program to be followed. It is a flexible product in that it does not necessarily displace existing efforts, but describes how existing activities can be brought into an integrated systematic approach to the delivery of career guidance services.

The Center is pleased to present this product. We are grateful to Dr. Robert E. Campbell, program director, who led in the conceptualization of CPSS and patiently guided it through years of development and field testing. He has been ably supported during this period by staff persons whose names are indicated at appropriate credit points in the various publications. We are deeply grateful for the cooperation and consistent enthusiasm of the participants in the field test; their names and locations are given on the inside of the back cover.

A complete list of products developed in connection with CPSS, and occasionally referred to throughout the various guides, are printed on the outside of the back cover.

Robert E. Taylor
Director
The Center for Vocational Education

TABLE OF CONTENTS

Foreword iii

Introduction 1

Section 1 CPSS Materials. 3

Section 2 Content and Perspective of CPSS 9

Section 3 The Coordinator's Role in CPSS 15

Section 4 Implementing CPSS. 21

Section 5 Your Role as a Facilitator of Change 39

INTRODUCTION

This training guide is designed to help you, the newly chosen Career Planning Support System (CPSS) coordinator, become familiar with CPSS and your role. The guide leads you through an inspection of CPSS materials and exercises to explain the purpose and content of the system. Additionally, your role in each of the phases of this project is fully explored so that you may be confident about the purpose and execution of tasks. Once you've mastered this guide, it will serve as a reference for yourself and others who will become involved in CPSS.

This guide is the second of three key documents with which you will be concerned. The first is the *Decision Guide*, which you should have already read, and the other is the *Coordinator's Handbook* which you will use after this guide.

All the activities in this guide should be done sequentially and within a week's time. Some activities have exercises that quiz you or ask you to develop responses unique to your situation. There are a total of eight exercises in the training guide. Answers are provided to those exercises that have true/false or multiple choice questions.

SECTION 1

CPSS Materials

Coordinator's Outcome:	After completing the activities in Section 1, you should have inventoried the CPSS materials that were ordered and you should understand the purpose of each item.

Activity 1A. Using the checklist below, see that everything your school ordered has been received. (This list assumes one full set of CPSS materials was ordered.)

List of CPSS Materials	Number of Copies	Received
Decision Guide	1	
Coordinator's Handbook	1	
Advisory Committee Handbook	10	
Assessing Resources, A Procedural Guide for the Resource Leader	1	
Assessing Needs: Surveying, A Procedural Guide for Team Leaders	5	
Assessing Needs: Tabulation, A Procedural Guide for Supervisors	5	
Analyzing Methods, A Procedural Guide for the Method Specialist	1	
Manual for Writing Behavioral Objectives	1	
Writing Behavioral Objectives, A Procedural Guide for the Behavioral Objective Specialist	1	
Producing CDUs, A Procedural Guide for CDU Instructors	10	
AV-1: "An Orientation to CPSS" (filmstrip and tape)	1	

List of CPSS Materials	Number of Copies	Received
AV-2: "Shaping Program Goals" (filmstrip and tape)	1	
AV-3: "Behavioral Objectives" (filmstrip and tape)	1	
AV-4: "Producing CDUs" (filmstrip and tape)	1	
Camera-Ready Forms (1 envelope)		
Masters for Assessing Resources		
Masters for Surveying		
Masters for Tabulation		
Masters for Selecting Program Goals		
Masters for CDUs and Annual Program Review		

If any items you ordered are missing or have been damaged in shipment, notify CVE publications, The Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210, Telephone (614) 486-3655.

Activity 1B Now, for an overview of CPSS, view and listen to AV-1, An Orientation to CPSS. When you have finished, proceed to the next activity.

Activity 1C To better understand CPSS as a whole, you should become familiar with the basic content of each of its parts. A listing of the materials followed by a brief abstract of each item is provided below. Identify each item in the package, read its abstract and then browse through the item to become familiar with the content, format, and purpose of each.

List of CPSS Materials	Abstract
Decision Guide	This booklet is designed to provide key facts about CPSS to the person who decides whether or not a school will use the system. It also serves as background information for the coordiantor and a standing reference for the principal.

List of CPSS Materials	Abstract
Coordinator's Handbook	This handbook provides step-by-step procedures on the management and implementation of CPSS in the high school. It is designed as a project management tool to help the coordinator lead and coordinate the interrelated activities.
Advisory Committee Handbook	The responsibilities and duties of the Advisory Committee members are defined in this handbook. An overview of CPSS also is provided.
Assessing Resources, A Procedural Guide for the Resource Leader	This guide is for the resource leader, a member of the Steering Committee, who will use it to direct a task force to collect information on and account for the use of resources in the school and community.
Assessing Needs: Surveying, A Procedural Guide for Team Leaders	This guide provides instruction for faculty/staff members on the task force to lead others in preparing, administering, and collecting questionnaires for students, graduates, parents, and faculty/staff.
Assessing Needs: Tabulation, A Procedural Guide for Supervisors	This guide provides instruction to faculty/staff members of the task force who will lead others in manually tabulating data collected on the four questionnaires. (You will probably not use this guide should you choose to computer analyze the data. The computer option is discussed in the procedural guide Assessing Needs: Surveying.)
Analyzing Methods, A Procedural Guide for the Method Specialist	Information in this guide directs the method specialist, a member of the Steering Committee, to learn about the availability and application of guidance methods and how to integrate this knowledge during the construction and review of career development units.
Manual for Writing Behavioral Objectives	This is a self-instructional resource for the behavioral objective specialist, a member of the Steering Committee, and could be used by anyone.
Writing Behavioral Objectives, A Procedural Guide for the Behavioral Objective Specialist	This guide informs the behavioral objective specialist about the function of behavioral objectives in the construction of career development units. It also delineates the specialist's role with the CDU instructors and during the review of units.
Producing CDUs, A Procedural Guide for CDU Instructors	This document provides direction for those persons developing career guidance/development activities for students.

List of CPSS Materials	Abstract
AV-1: "An Orientation to CPSS" (filmstrip/cassette tape)	This versatile audiovisual presentation is designed to orient interested persons or special groups to CPSS.
AV-2: "Shaping Program Goals" (filmstrip/cassette tape)	This audiovisual presentation is an overview of how the needs and resource assessments lead to goals for your school. It is intended for the Steering Committee and task forces but could be shown to others in conjunction with AV-1 and AV-4 for a more in-depth look at CPSS.
AV-3: "Behavioral Objectives" (filmstrip/cassette tape)	This is an instructional audiovisual on objectives, to be used in conjunction with the behavioral objectives manual. It also could be used for a general in-service about behavioral objectives.
AV-4: "Producing CDUs" (filmstrip/cassette tape)	This audiovisual presentation is an overview of the career development unit process. It is intended for the Steering Committee and for the in-service of persons who will write CDUs.
Camera-Ready Forms (1 envelope)	A reproducible copy of each form needed for the questionnaires, instructions, CPSS Program Information File, etc., is included in the envelope. Be sure not to mark on the camera-ready masters; they are to be used only for making copies. The number of copies needed and the time for use is explained in the *Coordinator's Handbook*.
CPSS Program Information File	The Program Information File does not exist until you and the others working on CPSS begin to complete the forms that comprise it and file them together. The forms are in the camera-ready envelopes and are completed throughout the life of CPSS. Instructions for completing the forms are found throughout CPSS. See Appendix A, *Coordinator's Handbook*.

List of Supplemental Materials	Abstract
Sugar and Spice Is Not The Answer: A Parent Handbook on the Career Implications of Sex Stereotyping	This parent handbook explains the effect of sex role stereotyping on career decisions. It provides information about sex bias in the home, the classroom, and the community. Included are techniques for counteracting sex bias.
Coping in the World of Work: Practice in Problem Solving	This CPSS career development unit provides techniques to help students acquire coping skills for transition from school to work. It (1) acquaints students with the range of work-entry and job adjustment problems, (2) familiarizes students with the five-step problem-solving process, (3) applies the problem-solving process to simulated problems, and (4) applies the problem-solving process to real problems outside the classroom.
Career Guidance: A Handbook of Methods	This handbook categorizes and describes currently available career guidance methods. It also tells how to acquire these methods and provides useful information in various career guidance approaches and models.
Significant Others and Careers	This booklet reviews the role of significant others in the career decision process. It serves as a source of information and strategies in the construction of CDUs.

Ordering information (price and availability) for these materials may be obtained from CVE Publications, The Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210, Telephone: (614) 486-3655.

SECTION 2

Content and Perspective of CPSS

Coordinator's Outcome	After completing this section you should understand and be able to explain how the content and perspective of CPSS relate to your school's career guidance effort.

An important point in this section is that the definition of career development for high school students is not entirely prescribed by CPSS. From testing CPSS in more than forty high schools in sixteen states, we know that individuals, schools, districts, and states sometimes differ in how they approach the concept of career development. Although concepts under labels such as career education, career guidance, occupational adjustment, vocational guidance, vocational development, and others differ somewhat in application, they still have as a central principle the provision of experiences to students which help them make better choices about what they want to do with their lives.

The activities of this section are designed to help you synthesize your understanding of career guidance, the status of career guidance in your school, and how CPSS fits your situation.

Activity 2A You may feel that you are not up-to-date with concepts of career development or career education for high school students. This activity suggests several books and articles you might care to read in order to better prepare yourself to serve as a career development specialist in your school. Below are a few key references that can get you started.

Bell, T. H.; and Hoyt, K. B. *Career Education: The USOE Perspective.* Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1974.

Borow, H. (Ed.). *Career Guidance for a New Age.* Boston: Houghton-Mifflin, 1973.

Campbell, R. E.; Walz, G. R.; Miller, J. V.; and Kriger, S. F. *Career Guidance: A Handbook of Methods.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.

Goldhammer, K.; and Taylor, R. E. *Career Education: Perspective and Promise.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1972.

Osipow, S. O. *Theories of Career Development.* New York: Appleton-Century-Crofts, 1973.

Wasil, R. A.; and Shippen, S. J. (Eds.). *Job Placement and Follow-up.* Lexington, Mass.: Xerox Publishing Co., 1977.

Weinrach, S. G. *How Career Choices Are Made.* New York: MSS Information Corp., 1976.

Activity 2B It may be that your school, district, or state department has already established a policy or direction as to how career concepts will be addressed with your students. It's important that you know what they are and that you have them readily available. Take time to do this now if you haven't already.

Activity 2C To be sure of your understanding of the content and focus of CPSS, re-read the perspective section in the *Decision Guide.*

Exercise 1 — Identifying Various Materials in CPSS

For each of the following key descriptions, identify the corresponding titles of CPSS materials from the list provided below.

1. _____ Step-by-step procedures for CDU instructors to develop, implement, and evaluate units of lessons for upgrading student career development skills

2. _____ A master copy of each form needed to be duplicated in the process of implementing CPSS

3. _____ Procedural guidelines on the overall management and coordination of various tasks involved in implementing CPSS

4. _____ A central file of information collected and recorded by the various task forces for implementing CPSS

5. _____ Step-by-step procedures for administering needs assessment questionnaires to students, graduates, parents, and faculty/staff for the purpose of assessing student career development needs in your school

6. _____ A reference book for identifying methods and strategies for implementing career development activities

7. _____ Step-by-step procedures for deriving a set of student behavioral objectives for achieving a specific career development goal

List of CPSS Materials

a. *Decision Guide*
b. *Coordinator's Training Guide*
c. *Coordinator's Handbook*
d. Camera-Ready Package
e. CPSS Program Information File
f. *Advisory Committee Handbook*
g. *Assessing Resources, Procedural Guide*
h. *Assessing Needs: Surveying (Procedural Guide)*
i. *Assessing Needs: Tabulation (Procedural Guide)*
j. *Analyzing Methods, Procedural Guide*
k. *Manual for Writing Behavioral Objectives*
l. *Writing Behavioral Objectives, Procedural Guide*
m. *Producing CDUs, Procedural Guide*
n. Sound Synchronized Tapes and Filmstrips
o. *Career Guidance: A Handbook of Methods*
p. *Significant Others and Careers*
q. *Sugar and Spice Is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping*
r. *Coping in the World of Work: Practice in Problem Solving*

Answers to Exercise 1

(1) m (2) d (3) c (4) e (5) h (6) o (7) l

If you have identified all titles correctly, proceed to Exercise 2.

If you have identified incorrectly one or more titles, review the checklist of CPSS Materials in Exercise 1 once more before proceeding with Exercise 2.

Exercise 2 — Explaining CPSS's Part in Career Development

A. Compare the content of career guidance that now exists in your school to the content of CPSS. Write a brief explanation of how CPSS will integrate with your current activities. Be sure to address the potential impact on students that your upgraded program is likely to have.

B. Explain the career development emphasis of CPSS to two or three of your colleagues, a parent or two, even some students.

When you have completed this exercise to your satisfaction, proceed to Section 3.

SECTION 3

The Coordinator's Role in CPSS

Coordinator's Outcome:	The activities in this section should enable you to clearly define your role in CPSS.

Activity 3A

Overall Role of CPSS Coordinator

Your overall role with CPSS is leadership. Leadership of CPSS is more than providing encouragement and support. It is being actively involved with planning, implementing, and evaluating CPSS. It is advocating the use of CPSS not only at success periods but during times when things may not be going well and possibly there is disagreement about the potential of CPSS. Although you obviously do not want to be blind to, or naive about problems, a leader in such situations, generally, should maintain a positive position concerning the potential of CPSS.

Change is seldom easy. It takes time, effort, dedication, and a belief that the ultimate outcomes are worth the intermittent trials. Although much of the planning and coordinating of CPSS has been worked out in the materials provided, the pressure of everyday school activities and the variety of individuals involved will at times make progress slow or difficult. A leader accepts this challenge and overtly demonstrates faith in the people involved and the change (in this case, CPSS) being implemented to overcome difficulties in accomplishing worthwhile goals.

Activity 3B

More Specifics of the CPSS Coordinator's Role

Understanding more of the specifics of your role necessitates knowing more about the process of CPSS. Naturally, as you progress through the remainder of this training guide and actually become involved in the implementation of CPSS, your role will be defined by your action. However, the following information and discussion should give you a good overview of what will be your involvement. All of this will be explained in more detail in Section 4 of this training guide. As specific activities are mentioned you may want to refer to the *Coordinator's Handbook* for more detail as to the actual tasks and even steps involved with each activity.

CPSS is organized into three phases of activity: planning, implementing, and evaluating. Your first tasks to lead will be in the planning phase. Planning involves such activities as (1) organizing and orienting the staff; (2) conducting a survey of the perceptions of students, recent graduates, staff, and parents of the career development needs

of students; (3) tabulating those results; (4) setting priorities for and selecting goals; and (5) determining the availability of resources on which you can draw during the implementation and evaluation phases.

A suggested organization of CPSS is illustrated in Figure 1. The principal is the primary leader of all school functions. The Steering Committee, of which you are chairperson, has the responsibility for directing all CPSS activities. One of your first tasks is to work with the principal in selecting persons to serve on the Steering Committee. Another organizational task is to select persons to serve on the Advisory Committee. Once these organizational units are established you become the primary director in carrying out the activities and tasks of CPSS through this planning phase and the other two phases. It is your responsibility to organize, initiate, lead, monitor, encourage, and otherwise direct the accomplishments of the activities.

The activities during the implementation phase are basically to select and/or develop and then implement methods or means (career development units) for accomplishing the goals established by the Steering Committee. Your role is that of monitoring and supporting. Monitoring not in a coercive sense, but in a manner that would allow you to maintain an awareness of where the program is in accomplishing its established goals and providing assistance where appropriate. This is a critical point in leadership. Too many times educational programs fail during the period of implementation because no one takes the initiative to "see how things are going." If those responsible for implementing do not see the leadership (primarily you and the principal) actively interested in what they are doing, they may begin to assume that what they were assigned to do is of lesser priority than maybe some other tasks previously designated as part of their established role. In other words, those involved with implementation will return to emphasizing their traditional roles unless they can see that the results of this new effort will be visible and that you and the principal are actively supporting them. The point of active support is important. Just saying you are supportive is not sufficient. You must manifest support and encouragement in some personalized manner to those involved.

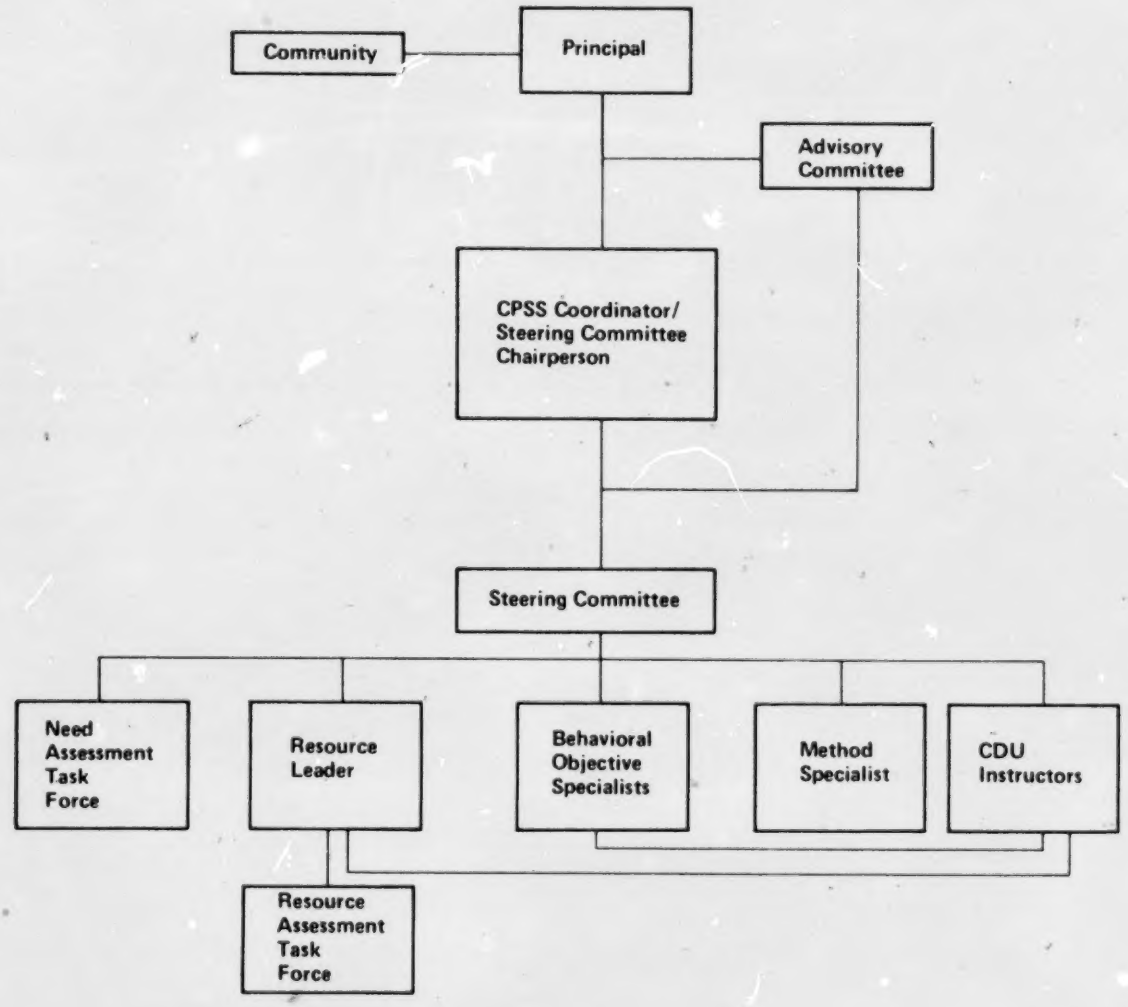
The evaluation phase involves three levels of activity: (1) the evaluation of specific career development units, (2) the annual overall review of the school's career development program, and (3) the reassessment of the student's career development needs. Each CDU will have an evaluation plan built into it which will be submitted for review to the Steering Committee on completion. It is important that the Steering Committee, led by the coordinator, make decisions about what to do with each CDU for the remainder of each year and what to do about all CDUs together (the school's career development program) for next year. The third level of evaluation quite heavily involves you. The CPSS process calls for a recycling activity about every three years. This activity reassesses the level of student career development needs. You will again organize, initiate, coordinate, monitor, and otherwise manage this effort.

All of these activities illustrate that you will, in addition to being a manager, be a facilitator of change in your school. Section 5 of this training guide provides more discussion of your role as a facilitator of change.

The following is an exercise for you to use to assess your understanding of your role as the school coordinator of CPSS.

FIGURE 1

ORGANIZATIONAL STRUCTURE OF CPSS



Exercise 3 — Clarifying the Coordinator's Role in CPSS

Check (✓) true or false for each of the following statements that may or may not describe part of CPSS coordinator responsibilities.

Statements	True	False
1. Oversee and coordinate all activities involved in planning, implementing, and evaluating CPSS.	_____	_____
2. Tabulate career development needs assessment data and record on tables.	_____	_____
3. Work with principal in selecting persons to serve on various committees and task forces in CPSS.	_____	_____
4. Be a resource person in identifying problem solutions.	_____	_____
5. Provide support and encouragement to all persons involved in carrying out various tasks involved in CPSS.	_____	_____
6. Be a change agent advocating the use of CPSS.	_____	_____
7. Assess resources available in school and community for planning and implementing career development activities.	_____	_____
8. Implement career development activities at the classroom level.	_____	_____

Answers to Exercise 3

(1) True

(2) False, the Needs Assessment Task Force will be primarily responsible for tabulating needs assessment data. You will provide only the needed directions and support to the Task Force.

(3) True

(4) True

(5 True

(6) True

(7) False, Resource Assessment Task Force, headed by the resource leader, will be primarily responsible for identifying available resources in the school and community.

(8) False, career development unit instructors will be primarily responsible for planning and implementing individual career development units at the classroom level.

Proceed to Section 4 once you have correctly answered each of the items in Exercise 3.

SECTION 4

Implementing CPSS

Coordinator's Outcome:	This section is most important. After completing the following activities, you should be quite familiar with the interrelated flow of CPSS activities.

This section contains activities that will acquaint you with the *Coordinator's Handbook* and the other CPSS materials so that you will have a chance to explore each CPSS task before actually starting the project.

Activity 4A

Overall Activity Flow

It is important for you first to have a feel for the overall flow of CPSS activities. Figure 2 graphically represents that flow. CPSS is designed to be self-paced to accommodate the desires and situation of each school; therefore, no times or deadlines for completion are prescribed. If the school proceeds through the activities at a steady but not necessarily intense pace, you could expect, by beginning in the fall, to develop and implement some career development units by the end of the first school year. The second and third school years would be almost entirely devoted to developing, implementing, and evaluating CDUs for accomplishing specified goals and objectives. After the third year of CPSS, it is suggested, you reassess your student needs.

As depicted in Figure 2, CPSS involves twelve major activities. The first seven of these are planning-oriented. Activity 9 can be considered the implementation phase and activities 10, 11, and 12 are evaluation.

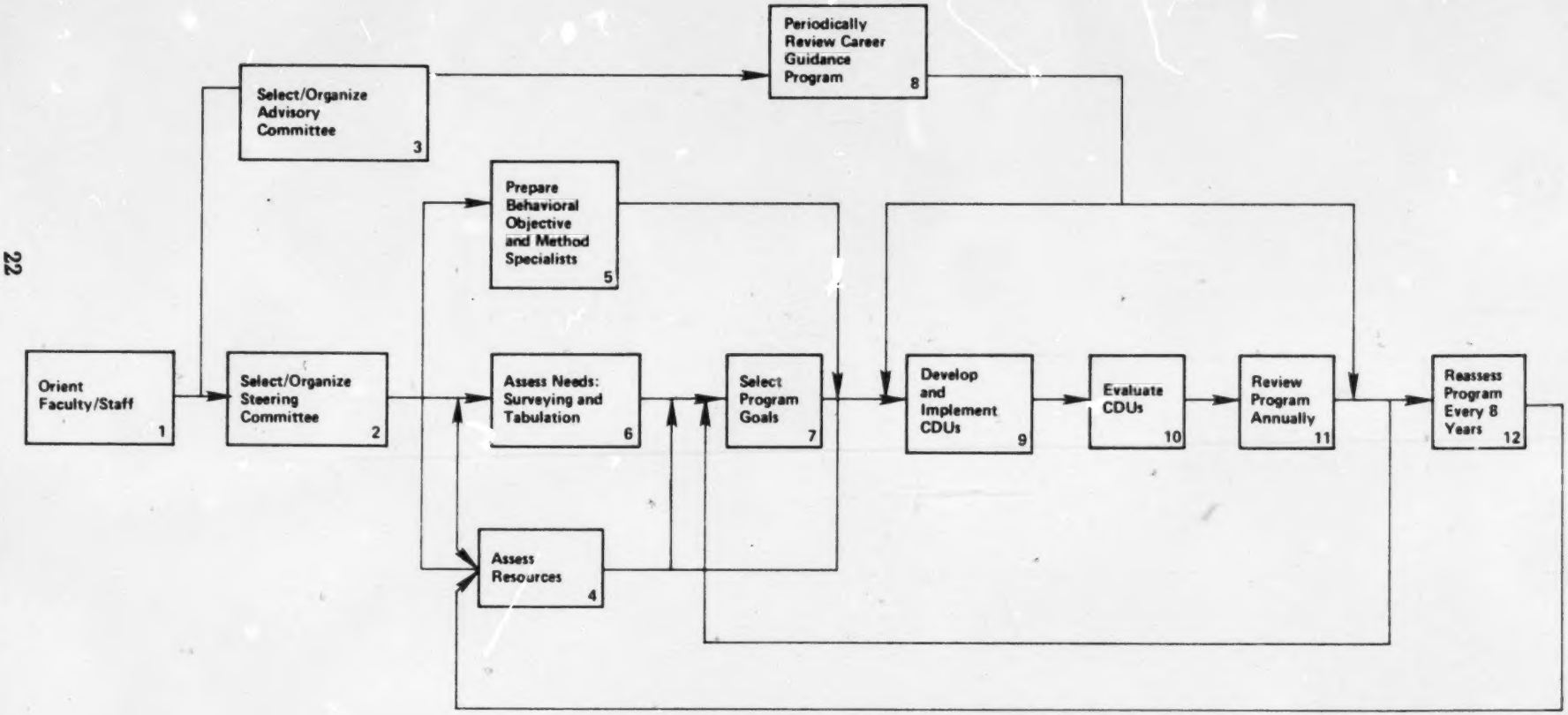
Activity 4B

Orientation and Organization

Activity 1 on the chart is concerned with getting the school, particularly the faculty, prepared to participate in CPSS. How this preparation is done is up to you and the principal. From the orientation activity should come the organization of the Steering Committee (activity 2). At the same time you and the principal will be making decisions about having an Advisory Committee (activity 3). If you have an Advisory Committee, its organization and orientation will occur about the same time you are forming the Steering Committee. Read Chapter 1 of the *Coordinator's Handbook*, then complete the following exercise to check your understanding of the key points.

Figure 2

CAREER PLANNING SUPPORT SYSTEM


Periodically Review Career Guidance Program 8
Select/Organize Advisory Committee 3
Prepare Behavioral Objective and Method Specialists 5
Orient Faculty/Staff 1
Select/Organize Steering Committee 2
Assess Needs: Surveying and Tabulation 6
Select Program Goals 7
Develop and Implement CDUs 9
Evaluate CDUs 10
Review Program Annually 11
Reassess Program Every 8 Years 12
Assess Resources 4

Exercise 4 — Identifying Tasks Involved in Getting CPSS Started

A. Check (✓) true or false for each of the following statements that may or may not describe the tasks involved in getting CPSS started.

Statements	True	False
1. Establish a clear understanding with your principal about the decision-making authority you have as CPSS coordinator.	_____	_____
2. Assign priorities to career development goals.	_____	_____
3. Organize a Steering Committee to manage and monitor the career guidance program in the school.	_____	_____
4. Decide on the need and form of an Advisory Committee.	_____	_____
5. Start developing career development units for implementation at the classroom level.	_____	_____
6. Organize various task forces for the accomplishment of specialized tasks in CPSS.	_____	_____
7. Orient all committee and task force members to the processes and tasks involved in CPSS.	_____	_____
8. Develop a tentative work plan outlining major tasks to be accomplished for the year and an estiamted schedule.	_____	_____
9. Make the necessary transition to start administering needs assessment questionnaires.	_____	_____
10. Make the necessary transition to start assessing resources.	_____	_____

B. (Optional Exercise) Design a tentative plan for the first year implementation of CPSS. This plan should, at minimum, include major tasks to be accomplished ans a schedule for task completion.

Answers to Exercise 4-A

(1) True

(2) False, career development goal priorities should be assigned after needs assessment data are gathered and tabulated.

(3) True

(4) True

(5) False, career development units development should be initiated after high priority goals have been selected for implementation.

(6) True

(7) True

(8) True

(9) True

(10) True

Activity 4C Once the Steering Committee is formed, members should be chosen to be responsible for resource assessment, career guidance methods, and behavioral objectives (activities 4 and 5). These three persons begin their responsibilities upon appointment and receipt of materials as indicated in Chapter 1 of the *Coordinator's Handbook*. Read the procedural guides for the behavioral objective and method specialists to understand their role. You also may want to view AV-3: "Behavioral Objectives." The resource leader's role is explained in the next activity, 4D.

Activity 4D

Assessing Resources Activity 4 is called resource assessment. Chapter 2 of the *Coordinator's Handbook* and the procedural guide *Assessing Resources* explain the why and how of this activity. After reading Chapter 2 of the *Coordinator's Handbook* and reviewing the procedural guide, respond to the following:

Exercise 5

1. What is the definition of resources as CPSS defines it?

2. Who will be involved in the assessment of resources?

3. How will these people go about accounting for the resources they identify?

4. What is the importance of the assessment of resources in the total process of CPSS? Where and how does it fit in?

As in most of the exercises in this section, the best way to check to see if you understand is to try to explain it to someone else. As the person to whom you are explaining the process asks questions or generally reacts to the information, you should be able to judge your understanding.

Activity 4E

Needs: Surveying and Tabulation

Once the Steering Committee has been oriented you can initiate the surveying activity (activity 6). Surveying basically involves the administration of four questionnaires to different segments of the school community: (1) the Student Survey, (2) the Graduate Survey, (3) the Faculty/Staff Survey, and (4) the Parent Survey. It is important that you understand how, why, and when this data will be collected. Chapter 3 of the *Coordinator's Handbook* and the procedural guide *Assessing Needs: Surveying*, explain these points in detail.

Read Chapter 3 of the *Coordinator's Handbook* and review the procedural guide. After reading, it will be worthwhile to view and listen to AV-2: "Shaping Program Goals."

To check your understanding of surveying. you might respond to the simulated memo on the next page. (The second part of chart activity 6, tabulation, involves the manual tabulation of the data. No exercises are provided since there are examples of tabulation throughout the procedural guide *Assessing Needs: Tabulation.* After responding to the simulated memo, you should read Chapter 4 of the *Coordinator's Handbook* and review the procedural guide on tabulation.)

Exercise 6

Memo

TO: CPSS Coordinator

FROM: School Principal

SUBJECT: CPSS Survey Instruments

In the past few weeks, since the initial disclosure of the school's intent to use CPSS, I have received many inquiries regarding the types of survey instruments that will be used in conducting our career development needs assessment. I must present to the school board the various survey instruments we will be using and how they will be administered. Will you provide me with a brief presentation? Please include the following:

1. What does surveying entail?
2. How does surveying fit into the entire program?
3. Briefly describe each of the survey instruments and who will be receiving them.
4. How will each of the survey instruments be administered?
5. What happens after all the data are collected?

Activity 4F As soon as the data are tabulated, the Steering Committee can begin to interpret the data and derive goals for the student's career development program, activity 7. Chapter 5 of the *Coordinator's Handbook* outlines in some detail the reasons and processes for carrying out this task. The outcome of selecting program goals is a set of goals that are written and ranked, with a few slated for implementation.

Since the Steering Committee is responsible for this task, it is important that you thoroughly understand why and how data interpretation is carried out. You will do more than coordinate this process; you will direct it. Please read Chapter 5 in the *Coordinator's Handbook*.

Check your understanding of goal selection by completing exercise 7.

Exercise 7 — Understanding the Goal Selection Process

A. Identify the correct answers for the following five items:

____ 1. In CPSS, who will be primarily responsible for selecting program goals for implementation?

a. Steering Committee
b. Students
c. Faculty/Staff
d. Advisory Committee

____ 2. In CPSS, career development goal statements should include two important parts. They are:

a. Actor and behavior
b. Behavior and condition
c. Actor and condition
d. Behavior and degree of success

____ 3. When considered necessary, the Steering Committee should be responsible for writing career development goals from:

a. Needs assessment survey items already translated and included in the provided Program Goal List
b. Required goals of state and local educational agencies
c. Other goals considered as important by the Steering Committee
d. b and c

____ 4. In CPSS, priorities assigned to career development skill areas and goals should be primarily based on:

a. The results of the career development needs assessment conducted in your school
b. Your prior experience in the area of career development
c. Principal's decision
d. Advisory Committee's decision

____ 5. In CPSS, it is suggested that you begin your career development program by designing learning activities for a few goals to ensure implementation success. The criteria used to determine the number of goals to be selected should include:

a. Amount of resources available in your school and community for career development
b. Readiness and capacity of your faculty/staff in implementing career development activities
c. Complexity of the nature of the goals to be selected
d. All of the above

____ 6. What should be taken into account when selecting specific program goals for implementation?

a. Career development skill area-goal priorities established based on needs assessment results
b. Preferred developmental program sequence and grade level considerations
c. Local and state career development requirements and feeder school career development programs
d. All of the above

B. (Optional Exercise) Make a copy of t[illegible]reer Development Matrix in the envelope labeled Camera-Ready Masters for Selecting Go[illegible] Fill out part of the matrix by using the partial needs assessment results recorded on Exa[illegible]e Tables 40 and 41 in the Tabulation Camera-Ready Package. Then look at the example M[illegible]trix in Chapter 5.

Answers to Exercise 7-A

(1) a

(2) a

(3) d

(4) a

(5) d

(6) d

Activity 4G

Reviewing Program Goals

Activity 8 involves two kinds of reviews by the Advisory Committee. The first is an initial review of goals selected for implementation which includes a review of resources. The second is a review of each year's activity during the annual program review. These reviews are cued in the appropriate chapters of the *Coordinator's Handbook* and outlined for the Advisory Committee in the *Advisory Committee Handbook*. Read the *Advisory Committee Handbook* to understand the committee's role and the nature of the two reviews.

Activity 4H

Developing, Implementing, and Evaluating CDUs

Activity 9 and 10 on CDUs are really the focal point of CPSS. It is here that student activities are written for the purpose of helping students achieve goals selected by the Steering Committee. Anyone in the school can write CDUs. The resource leader, the method specialist, and the behavioral objective specialist assist the CDU instructor during the writing of a CDU if needed. They also bring their expertise to bear during the review of CDUs by the Steering Committee. Once implemented, each CDU should have a self-contained evaluation which is prepared by the CDU instructor.

Read Chapter 8 in the *Coordinator's Handbook* for a discussion of your responsibilities, and review the procedural guide on career development units. Also, viewing AV-4, Producing CDUs, will enhance your understanding of the CDU process. Once you have completed this, check your understanding by completing Exercise 8. (The behavioral objective specialist and method specialist play important roles during the production of career development units. You already read their procedural guides in Activity 4C, but you may want to review them once again.)

Exercise 8 — Understanding the Process of CDU Planning and Implementation

A. Identify the correct answers for the following three items.

____ 1. In CPSS, a CDU is a teaching and/or counseling unit designed for achieving all or part of a given career development goal. At minimum, a CDU unit consists of:

a. A statement of objectives
b. Who the participants are
c. How the participants will achieve the objectives
d. When and where the participants will participate
e. How the participants and CDU will be evaluated
f. All of the above

____ 2. In CPSS, the Steering Committee should be responsible for reviewing CDUs after they are written. At minimum, the review questions should include:

a. Do the criterion behavioral objectives comprehensively define the skills and knowledge needed by students to accomplish the goals?
b. Will the methods and activities specified in the CDU enable students to achieve the behavioral objectives?
c. Is the number of students participating in the CDUs sufficiently large to permit a reduction of student needs for the specific goals?
d. Is the infusion of the CDU into ongoing courses or programs effective?
e. Are the resources needed to implement the CDU adequate?
f. All of the above

____ 3. Who will participate in the development or writing of a CDU?

a. CDU instructors
b. Behavioral objective specialists
c. Method specialist
d. All of the above

____ 4. Who will be responsible for implementing and evaluating CDUs?

a. Behavioral objective specialist
b. Method specialist
c. CDU instructors
d. All of the above

B. Explain the major processes involved in planning, implementing, and evaluating CDUs to two or three of your colleagues, a parent or two, and perhaps some students.

C. (Optional) Complete a CDU management chart based on the information contained in the example CDU in the procedural guide *Producing CDUs*. Then look at the first row of the example CDU management chart in Chapter 7.

D. (Optional) Discuss the applicability of the example CDU (in the procedural guide *Producing CDUs*) for use in your particular school with your colleagues. Pretending that the example CDU will be implemented in your school, identify modifications needed in the example CDU.

Answers to Exercise 7-A

(1) f

(2) f

(3) d

(4) c

Activity 4I

Annual Program Review

The annual program review, activity 11, is the second evaluation stage in CPSS. Here, the Steering Committee and the Advisory Committee (activity 8), take a global look at the total effect of the CDUs that have been implemented during the past school year. Read Chapter 7 of the *Coordinator's Handbook* and the annual review section of the *Advisory Committee Handbook*.

Activity 4J

Program Reassessment

Program reassessment, activity 11, happens every three years. This third evaluation stage is calcualted to reassess the needs of your students and serves as a check on your entire program to keep it from stagnating. Read Chapter 8 of the *Coordinator's Handbook* to enhance your understanding of the reassessment process.

For a self-check of your understanding of the three stages of evaluation in CPSS, complete Exercise 9 on the next page.

Exercise 9 — Understanding Three Types of Evaluation in CPSS

A. Identify the correct answers for the following items.

____ 1. In CPSS, who will be primarily responsible for evaluating individual CDUs?

a. Steering Committee
b. Advisory Committee
c. CDU instructors
d. All of the above

____ 2. In CPSS, who will be primarily responsible for conducting annual program review?

a. Advisory Committee
b. Steering Committee
c. CDU instructors
d. All of the above

____ 3. In CPSS, who will be primarily responsible for conducting program reassessment?

a. Steering Committee and Program Reassessment Task Force
b. Program Reassessment Task Force and CDU instructors
c. Program Reassessment Task Force only
d. Advisory Committee only

____ 4. In CPSS, CDU evaluation should be conducted:

a. Once every year
b. Every time a CDU is implemented
c. Twice a year
d. Once every other year

____ 5. Annual program review should be initiated:

a. Near the end of the school year
b. At the beginning of the school year
c. In the middle fo the school year
d. Any time during the school year

____ 6. In CPSS, program reassessment is recommended to be conducted once every three years. However, certain criteria should be met before program reassessment is initiated. The criteria include:

a. Sufficient number of CDUs being implemented
b. Sufficient resources are available for conducting program reassessment
c. Sufficient time left in the school year for conducting program reassessment
d. All of the above

Exercise 9 (Continued)

____ 7. Major purposes of CDU evaluation include:

a. Identifying student achievement rates
b. Assessing the effectiveness of CDU methods or activities
c. Discovering the students' reactions to CDUs
d. All of the above

____ 8. Major purposes of annual program review include:

a. Evaluating the overall effectiveness of CDUs as a whole
b. Selecting additional program goals for implementation
c. Making career development program plans for the coming year
d. All of the above

____ 9. Major purposes of program reassessment include:

a. Reassessing student career development needs
b. Evaluting the overall effectiveness of CDUs as a whole
c. Selecting additional program goals for implementation
d. Making career development program plans for the coming year
e. All of the above

____ 10. During program reassessment, which career development needs assessment survey questionnaires will be administered?

a. Student Questionnaires and Parent Questionnaires
b. Student Questionnaires and Graduate Questionnaires
c. Graduate Questionnaires and Parent Questionnaires
d. Student Questionnaires and Faculty/Staff Questionnaires

B. Explain the similarities and differences between the three types of evaluation in CPSS to two or three of your colleagues, a parent or two, and perhaps some students.

Answers to Exercise 9-A

(1) c
(2) b
(3) a
(4) b
(5) a
(6) d
(7) d
(8) d
(9) e
(10) b

Sections 1 through 4 of this training guide were designed to help you become comfortable with and have a reasonable understanding of the CPSS process. The following section is intended to sharpen your understanding of the process of successfully executing CPSS in your school.

SECTION 5

Your Role as a Facilitator of Change

The topics in this section will familiarize you with your role as a change agent and illustrate the importance of informal as well as structured communications activities. This section is different from the previous sections in that all information is contained within this section and it is designed to be a reference. With this in mind, we suggest that you read the material in contemplation of where it will be useful as you perform your role as CPSS coordiantor.

Topic 5A

Facilitating Change

Being an advocate or facilitator of change (CPSS in this case), is more than simply being a process helper, solution giver, or catalyst. An advocate is one who believes that a particular change is worthwhile and is willing to actively support the adoption of that change.

The factors that influence change can be discussed within three categories: (1) the advocates—who they are and what they do; (2) the consumers—who they are and what their situation is; and (3) the suggested change—what it is. In the case of CPSS, you, the principal, and the Steering Committee are the advocates. However, you, the principal, and the Steering Committee are also consumers along with the remainder of the school personnel, some community persons, and the students. The suggested change, obviously, is CPSS. Figure 3 provides a graphic representation of these aspects of the change process.

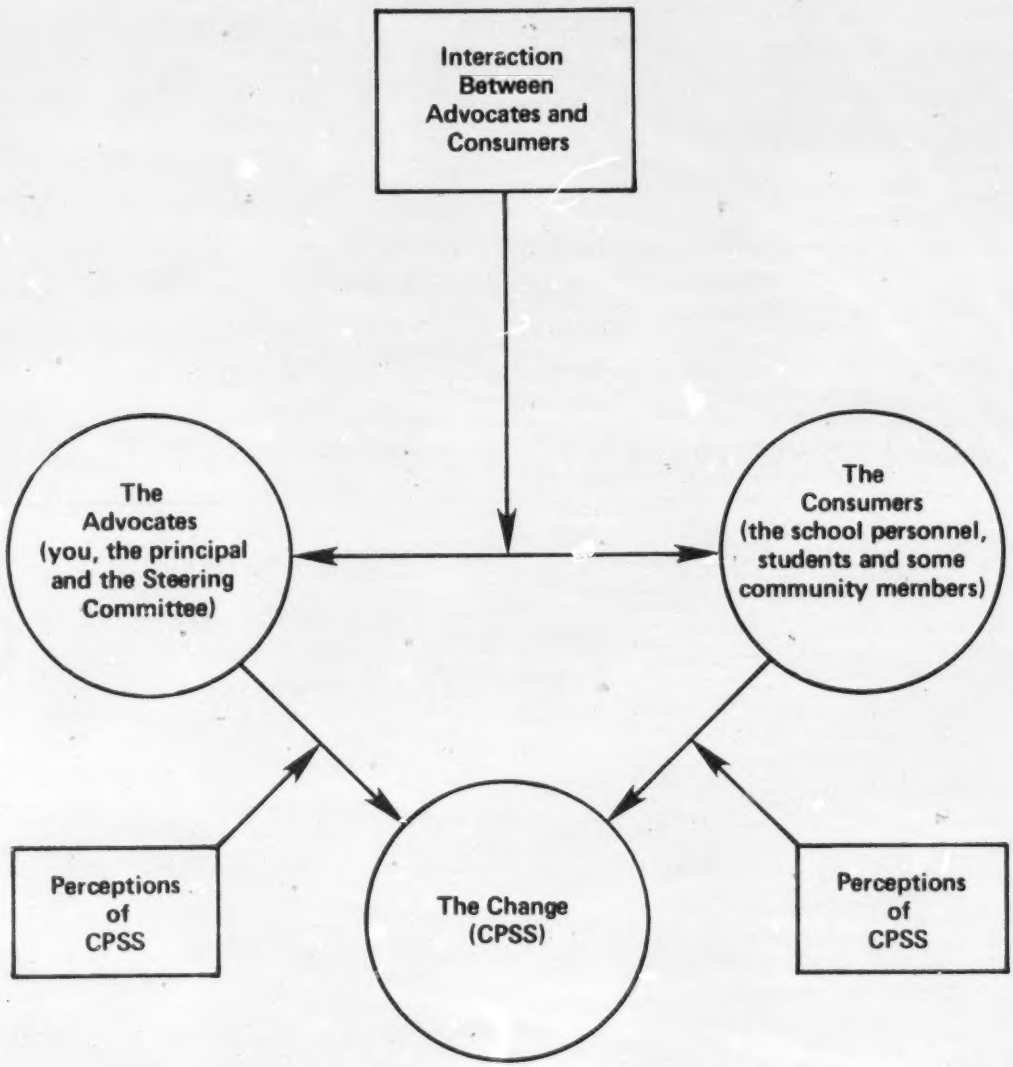
As you introduce CPSS, the factors in these categories begin to interact and affect the complexion of the program. As a manager and advocate of change, being aware of what and how the aspects of the change process are influencing the outcome(s) is important. Persons you work with will react positively or negatively toward some perception they have about CPSS. The reaction or non-reaction you will get is a result of their background or their situation or both. A third area of influence which may be more difficult to detect or accept is how you and the actions you are taking are perceived by others.

It would be worthwhile for you periodically to take an assessment of what factors are either facilitating or inhibiting the implementation of CPSS. In this way you may better be able to capitalize on the strengths that you find and minimize the sore points or difficulties that may be arising. Categorizing these influences should help you organize your thoughts so as to plan your moves in leading the installation of CPSS.

The selection of the right action at the right time will be your most difficult decisions. The actions you take generally will be one or a mixture of three types: (1) informative, (2) persuasive, or (3) coercive. With informative actions you generally have no

Figure 3

PARADIGM OF THE CHANGE PROCESS


Interaction Between Advocates and Consumers
The Advocates (you, the principal and the Steering Committee)
The Consumers (the school personnel, students and some community members)
Perceptions of CPSS
The Change (CPSS)
Perceptions of CPSS

intent for action on the part of those receiving the information. Persuasive actions, on the other hand, generally are made with the intent to cause a reaction on the part of those receiving the message. Persuasion is most effective when you are knowledgeable about what actually motivates those with whom you are working. Knowing this, you can show them how CPSS is consistent with their motives.

If you are perceived by the consumers as having power, then coercion is an option. Many times actions which you intend to be simply informative or mildly persuasive will be perceived as coercive by consumers who see you in a role of authority. Conversely, actions which you take, assuming certain power, may not cause the appropriate response because others do not perceive that you have the power or even the right to ask them to do certain tasks. The confusion of "do as I say, not as I do" also comes into play here. For instance, you may say that you are only providing information, but by your actions or because you hold a managerial position, others may see that what you really want is action on that information. From another standpoint, you may be very persuasive or even coercive in your attempt to gain acceptance of some change by others. But if you do not carry through in actions, the consumers will see that you really were not committed to what you said. All of this means that if you are desirous of being effective over the long haul, you must be very aware of how others are perceiving who you are and what you do.

Leadership as previously emphasized (Section 2), on the part of the advocate is critical. There are many tasks to be performed to accomplish the goals of CPSS. When the task is quite clear, do not hesitate to be quite demanding of the people involved irrespective of whether you have a very good relationship with them. If, on the other hand, the task is rather unclear, you may need to be more democratic in determining the course of action that should be taken.

In any case, you are responsible for formulating a "game plan." This plan will be your best guess as to how events should occur to allow CPSS to have the maximum chance for acceptance.

One way to visualize your actions is to consider yourself a playing coach. You have prepared, you have planned your overall "game strategy," and now you are ready for the action. As in any game situation, you must adjust your actions and strategy on the basis of your involvement with those with whom you are working. Events and circumstances will arise that were unanticipated and you must be ready to deal with them while not losing sight of the objectives you have established. However, if it becomes apparent that your objectives were unrealistic, you may need to adjust or eliminate some. The point is that you want to stick as close as possible to the overall plan that you have laid out for yourself, but be as flexible as possible in taking alternative routes to those objectives. The players generally want to win, but they are, as you should be, willing to vary the strategy of the game to accomplish the goal.

When selecting actions, you must select ones with which you are comfortable. If your general style is not to be coercive and the situation calls for a rather forceful stand, this may be very difficult for you. In fact, trying to be forceful when you do not feel like it can be worse than not trying it in the first place. This may mean that you will actually have to learn how to expand your range of behaviors in order to meet the situations you confront.

The success or failure of your attempts to facilitate the implementation of CPSS will, in large measure, rest on how well you assess the reactions of the various consumers at each point in your contacts with them and adjust your actions to minimize resistance. However, do not be afraid of resistance. In any situation where worthwhile changes are taking place, it is natural to have some opposition of ideas and positions. Knowing when to be forceful and when to compromise on certain points surrounding the CPSS effort is an art that you must develop over time.

In summary, remember that when introducing and working with CPSS the factors that may affect its adoption are many. It will be worth your time to devise your own personal way of keeping a record of the influence of various factors. The list below should help identify some of those factors that may affect the installation of CPSS.

A. How are you perceived by the consumers (teachers, counselors, administrators, community members)?

   1. Are you an outsider?

   2. Are you seen as an administrator or teacher?

   3. Do you have good rapport with the consumers?

   4. Do the consumers accept you as a leader?

B. How do the consumers view CPSS?

   1. Is it seen as appropriate for the school and students?

   2. Do they see that the materials and procedures are of professional quality and understandable?

   3. Do they perceive that CPSS has the general support of the administration and staff?

   4. Do they see how they individually relate to the purpose and results of CPSS?

   5. Do they see worthwhile tangible outcomes as a result of their or other's efforts?

C. What do they expect CPSS will do?

   1. Do they feel CPSS will result in better and more career guidance experiences for students?

   2. Do they see that they may have new roles and relationships concerning their guidance function?

   3. Do they perceive that CPSS will result in a better use of existing resources?

D. To what extent are the faculty and staff exposed to (informed about) CPSS and involved?

1. Have they heard of CPSS?

2. Can they explain what CPSS is?

3. Have they participated in some way with the CPSS activities? If so, how?

4. Are they actively advocating the use of CPSS with their colleagues?

E. What conditions are facilitating or inhibiting the acceptance and process of CPSS?

1. Are there some school policies or regulations that are getting in the way?

2. Is the principal overtly demonstrating commitment to CPSS?

3. Are there some events or circumstances that exist which may help or hinder CPSS adoption? On the plus side these may be such events as: successful implementation of other innovations, positive morale among faculty and staff, or severe need for better guidance. On the negative side it may be such things as: not enough time, racial or community strife, teacher negotiations, bad weather, semester tests, or vacations.

F. How do the consumers perceive your actions?

1. Are you perceived as giving enough information about what CPSS is about and how it is accomplished?

2. Are you seen as persuasive in your reasons for the need and processes of CPSS?

3. Are you viewed as having the power or ability to sanction or reward the consumers in any way, and do they, therefore, feel that some of the actions you take are coercive?

G. What are your relationships with the consumers with respect to CPSS?

1. Are you in a state of cooperation?

2. Have you simply formed a coalition?

3. Is there conflict?

4. Are the consumers attempting to abort the adoption of CPSS?

As you move through the adoption of CPSS at your school, the answers to these questions may provide the information necessary for you to make decisions about what to do and why CPSS may be succeeding or faltering. The actual success of CPSS will, of course, be the extent to which students are served and their career development needs meet.

Topic 5B

Communication Efforts

As the CPSS coordiantor, you will be in the public eye. Since people will determine your success or failure with CPSS, it would behoove you to think about your "public relations" and take the initiative in communicating with your public.

Public relations can be defined as the sum of what all who know you think, feel, and act toward you or what you represent. As a process, public relations is a planned program of doing good and telling about it so that the situation of a particualr project or activity is enhanced. As the CPSS coordinator, you become its official spokesperson—a liaison between the program and the community. You will be reporting major events of the CPSS to the community and, more importantly, to the school—students, staff, and parents.

An effective public relations program in your community will promote several outcomes. The Career Planning Support System is likely to obtain more support from parents and from business, civic, and educational sectors of the community with a good public relations program behind it. The support of these people should enhance the possibility of their increased cooperation later, particularly in providing additional resources and assistance. Also, your public relations program will do much to increase the awareness of student career related problems within the community.

Even though a sound public relations program in the community is important to the overall success of the CPSS, its main thrust should be in your school. If the students and faculty/staff have current knowledge of the program, its problems, and its progress, it is more likely that they will feel involved and have more of a commitment to the program. A good public relations program should increase student awareness of career decision problems they might be facing and realize their school is aggressively addressing the problem.

Below are some suggestions you may use in formulating your public relations activities.

- Develop a standard presentation, perhaps using AV-1 as a core of information, in which you could vary accompanying remarks according to the interest of the audience
- Use the school newspaper, radio, and/or TV station to produce feature or informational stories about CPSS
- Write bi-weekly or monthly update memos to keep the faculty informed
- Hold an open house or coffee klatch to discuss CPSS. Have key people there and plenty of brief, attractive handouts
- Develop a speaker's bureau using students from the speech classes to talk to various audiences about CPSS
- Have the business, marketing, and commercial art students develop a promotional campaign for CPSS
- Make maximum use of centrally located display areas

- Compile a brief, informative annual report that highlights the accomplishments of the CPSS, e.g., how students have been helped
- Send progress and information flyers to parent organizations and home with report cards
- Have a recorded message accessible by telephone during certain CPSS activities
- Prepare information on the CPSS for new students and teachers

This concludes Section 5 If you have completed all the activities in this training guide, proceed to the *Coordinator's Handbook,* Chapter 1, Getting Started.

ACKNOWLEDGEMENTS

The Center wishes to thank the following people for their participation in the field of the *Career Planning Support System*, 1974-76.

State Department of Education Coordinators
— Ms. Wanda J. Cooksey and Mr. Vern Williams, Guidance Services Section, Juneau

State Department of Education Coordinators
— Mr. Paul Bennewitz, Mr. Delbert Jerome, Ms. Veda Syers, and Mr. Ken Baarson, Division of Career and Vocational Education, Phoenix

State Department of Education Coordinator
— Mr. W. Gary Steinhilber, Division of Guidance Services, Frankfort

State Department of Education Coordinators
— Mr. James Mahrt and Mr. Robert Stout, Vocational Education and Career Development Service, Lansing

State Department of Education Coordinator
— Mr. Joe McDaniels, Vocational Education Division, Jackson

State Department of Education Coordinator
— Mr. Marion Starr, Guidance Services, Jefferson City

State Department of Education Coordinators
— Mr. Del Gustin and Mr. Neil Christianson, Vocational and Career Education, Helena

State Department of Education Coordinator
— Ms. Josephine Hayslip, Career and Vocational Education, Concord

State Department of Education Coordinator
— Mr. John J. Knox, Jr., Guidance Division, Raleigh

State Department of Education Coordinator
— Mr. Richard Green, Guidance and Counseling, Columbus

State Department of Education Coordinators
— Mr. Russell Whitaker, Mr. Paul Warner, and Mr. Scott Orme, Pupil Personnel Services, Salt Lake City

State Department of Education Coordinators
— Ms. Carol Penny and Mr. Darrell Hines, Pupil Personnel Services, Olympia and Seattle

ALASKA
School Coordinators
— Ms. Meri Holden, Kodiak-Aleutian Regional High School, Kodiak
— Mr. Duane Lones and Ms. Saundra Porter, Susitna Valley High School, Talkeetna
— Ms. Jean Long, Wasilla High School, Wasilla

ARIZONA
School Coordinators
— Mr. Herm Van Loonen and Mr. Neal Eiber, Flagstaff and Conconino High Schools, Flagstaff
— Ms. Ruth Wicks, Mingus Union High School, Cottonwood

KENTUCKY
School Coordinators
— Ms. Fay Sykes, Paul Blazer High School, Ashland
— Mr. Ezekiel Vargas, Campbell County High School, Alexandria
— Mr. Charles Jones, North Hardin High School, Radcliff

MICHIGAN
School Coordinators
— Ms. Mary Faulkner and Ms. Barbara Edwards, Denby High School, Detroit
— Mr. Donald Melvin, Godwin Heights High School, Wyoming
— Mr. James Stiles, Hill Community High School, Lansing
— Mr. Gene Wiechec, C.M. Kimball High School, Royal Oak

MISSISSIPPI
School Coordinators
— Mr. Bill Roach, Lafayette County High School, Oxford
— Ms. Lou Bergeron, Oxford High School, Oxford
— Mr. Buford Crane, Southeast Lauderdale High School, Meridian

MISSOURI
School Coordinators
— Mr. Bill Morice, Central Senior High School, Flat River
— Mr. Jim Telken, Normandy Senior High School, Normandy
— Ms. Edna Fincher, Park Hill Senior High School, Kansas City
— Mr. Bill Sparks, Parkway West Senior High School, Ballwin
— Mr. Tom Arni, Rock Bridge Senior High School, Columbia

MONTANA
School Coordinators
— Mr. Weldon Munter, Seeley-Swan High School, Seeley Lake
— Mr. Joe Roberts, Missoula County District Schools, Missoula
— Ms. Darlene Smith, Sentinel High School, Missoula
— Ms. Marolane Stevenson, Hellgate High School, Missoula

NEW HAMPSHIRE
School Coordinators
— Mr. Mike Cummings, Mr. Skip Prior, and Mr. Ray Parkin, Sommersworth High School, Sommersworth
— Mr. Ed Farhm, Contoocook Regional Valley High School, Peterborough
— Mr. Richard Walsh, Winnacunnet High School, Hampton

NORTH CAROLINA
School Coordinators
— Ms. Dorothy Francis, R.J. Reynolds High School, Winston-Salem
— Ms. Juanita Query, Central Cabarrus High School, Concord
— Ms. Gwen Simmons, Douglas Byrd High School, Fayetteville

OHIO
School Coordinators
— Ms. Melissa Cummins, Garfield High School, Garretsville

UTAH
School Coordinators
— Mr. Grant Johansen, North Sanpete High School, Mt. Pleasant
— Mr. Ken Littlefield, Ben Lomand High School, Ogden

WASHINGTON
School Coordinators
— Ms. Barbara Gregory, Issaquah High School, Issaquah
— Mr. Robert Hansen, Mark Morris High School, Longview
— Mr. Robert Lingow and Ms. Helen Lieberg, West Valley High School, Spokane
— Ms. Liela Nicholas, Interlake Senior High School, Bellevue
— Ms. Doris Smith, Walla Walla High School, Walla Walla

OTHER PUBLICATIONS AND PRODUCTS OF THE CAREER PLANNING SUPPORT SYSTEM PROGRAM

TRANSITION FROM SCHOOL TO WORK

Coping in the World of Work: Practice in Problem Solving, by Robert E. Campbell, George A. Wynn, and Robert M. Ransom. A career development instructional unit designed to assist individuals develop coping strategies to deal with work-entry and job adjustment problems. The unit includes an Instructor's Handbook, Students' Guide, Handout/Transparency Masters, and Filmstrip/Audio Cassette Programs.

CAREER DEVELOPMENT FOR WOMEN

Sugar and Spice is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping, by Louise Vetter, Cheryl Meredith Lowry, and Carolyn M. Burkhardt.

Career Patterns of a National Sample of Women, by Louise Vetter and David W. Stockburger.

Career Materials: Implications for Women's Career Development, by Louise Vetter, David W. Stockburger, and Christine Brose.

CAREER DEVELOPMENT FOR MINORITY YOUTH

Involving Significant Others in Career Planning: A Counselor's Handbook, by Carolyn M. Burkhardt, Sandra R. Orletsky, Cheryl Meredith Lowry, H. Lawrence Hotchkiss, and Robert E. Campbell.

Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches, by J. Steven Picou, Evans W. Curry, and H. Lawrence Hotchkiss.

Significant Other Influence and Career Decisions: Volume I, Black and White Male Urban Youth, by Evans W. Curry, J. Steven Picou, H. Lawrence Hotchkiss, Shirley Scritchfield, and John Stahura.

Significant Other Influence and Career Decisions: Volume II, Black and White Female Urban Youth, by Evans W. Curry, H. Lawrence Hotchkiss, J. Steven Picou, John M. Stahura, Shirley Scritchfield, and Jerome Salomone.

For additional information or ordering instructions (prices and availability), contact:

The Center for Vocational Education
CVE Publications
1960 Kenny Road
Columbus, Ohio 43210
Tel: (614) 486-3655